

Section 9.1

• ACTIVITY 1

Match each term in Column A to the correct definition in Column B.

Column A

- ___ 1. Annoyance
- ___ 2. Biases
- ___ 3. Convey
- ___ 4. Courteous
- ___ 5. Discretion
- ___ 6. Flushed
- ___ 7. Gesture
- ___ 8. Impatience
- ___ 9. Inferior
- ___ 10. Labeling
- ___ 11. Legible
- ___ 12. Prejudices
- ___ 13. Communication

Column B

- a. To communicate or make known
- b. Unwillingness to tolerate
- c. Showing pinkening or reddening of the skin
- d. Below; lower
- e. Describing a person with a word that limits him or her
- f. Polite; considerate toward others
- g. Influences; prejudices
- h. Written in a manner that can easily be read
- i. Concern about what one says and does
- j. Motion of a part of the body to express feelings or emotions
- k. Exchange of information
- l. Irritation
- m. Judgments or opinions formed before the facts are known

• ACTIVITY 2

In this activity you will:

- Wear glass that blurs your vision.
- Put cotton in your ears to experience loss of hearing.
- Wear heavy rubber gloves to experience loss of feeling while trying to count change or pick up paper.

At the end of this activity be prepared to discuss the experience and ways you as a health care worker can make a difference when caring for people with disabilities.

• ACTIVITY 3

1. Explain why communication is important.

2. Name four elements that influence our relationship with others.

1.

2.

3.

4.

3. List three barriers to communication.

1. _____
2. _____
3. _____

• ACTIVITY 4

This communication game will help you:

- Discover that words mean different things to different people.
- Identify words that indicate clear directions.

Note to teacher: In groups of two, have students sit back to back. Give each student an identical set of colored squares, circles, triangles, and so on. Have one student put the pieces down one by one to create a design. Ask that student to describe the design clearly enough so that the other student will replicate it exactly. No questions may be asked! How well did the communication go? Are the designs alike? Were directions exact and clear? Change the communicator and receiver, and repeat the activity.

Be prepared to share your experience with the class.

• ACTIVITY 5

Directions: Mark each statement below by placing a check (✓) in the true or false column indicating your feelings about the statement.

Assertiveness Inventory

TRUE	FALSE	STATEMENT
		1. I know what my good points are and I tell others what they are.
		2. I like to make myself look good and sometimes tell others unrealistic stories to make me look better than I am.
		3. Defending myself and expressing my feelings makes me feel uncomfortable.
		4. Sometimes I make other people feel unimportant, afraid, or stupid.
		5. I let others get their way because I don't like to make a scene.
		6. I usually feel that my views and feelings are not important to others.
		7. Others' rights are not important to me.
		8. I am careful not to abuse or be cruel when telling others that I do not agree with them.
		9. I usually take as much as I can from others even when it is unfair.
		10. I receive compliments and thank the other person for the comment.
		11. It is easier to say yes than no, even when I'd really like to say no.
		12. Other people tell me I make unreasonable requests of them.
		13. I defend my rights, and I let others do the same.
		14. I usually try to be the center of a conversation.
		15. I don't like to ask others to do things.
		16. I start and carry on conversations without discomfort.
		17. It is difficult for me to tell others what my good points are.
		18. I usually do not insist that my rights be respected.

TRUE	FALSE	STATEMENT
		19. I usually ask for what is mine.
		20. I listen to criticism without acting defensive.
		21. When I am angry or criticizing others, I tend to assault them physically or verbally to get my point across.
		22. It is easy for me to say positive things about others.
		23. When I know I'm right, it doesn't matter if I hurt someone's feelings.
		24. When I get my way in a conversation I usually feel good, but later I feel guilty.

To evaluate your Assertiveness Inventory, do the following:

1. On the chart below, place a circle around the number of each statement you marked true.
2. Add the number of circles in each column. (If all numbers in a column are circled, the total will be 8.)
3. The column with the highest number indicates your preferred form of communication.

	UNASSERTIVE	ASSERTIVE	AGGRESSIVE
	3	1	2
	5	8	4
	6	10	7
	11	13	9
	15	16	12
	17	19	14
	18	20	21
	24	22	23
Total			

• ACTIVITY 6

1. List three elements necessary for communication to take place.

1. _____
2. _____
3. _____

2. Describe three things that a good listener does.

1. _____
2. _____
3. _____

3. Differentiate between verbal and nonverbal communication.

OBJECTIVES

When you have completed this section, you will be able to do the following:

- Match key terms with their correct meanings.
- Demonstrate responding, transferring a caller, and taking a message.
- Apply basic listening skills.
- Use communication technology such as a fax machine, e-mail, or Internet to access and distribute data and other information.

ACTIVITY 1

Write the term that matches each description on the line.

attachment	etiquette	recipient
blind copy	fax machine	reliable
carbon copy	Internet	username
cover page	memorandum	Web site
credible	pertinent	

- _____ 1. The first page of a fax
- _____ 2. A short note written to help a person remember something or to remind a person to do something
- _____ 3. Professional behavior
- _____ 4. Relating directly to the matter at hand; relevant
- _____ 5. A unique identifier composed of alphanumeric characters, used as a means of initial identification to gain access to a computer system or Internet Service Provider
- _____ 6. A device that sends and receives printed pages or images as electronic signals over telephone lines
- _____ 7. A file linked to an e-mail message
- _____ 8. An e-mail feature that allows a person to send a copy of an e-mail to another person
- _____ 9. An e-mail feature that allows a person to send an e-mail to multiple people without them seeing the other receivers' e-mail addresses
- _____ 10. A worldwide computer network with information on many subjects
- _____ 11. Worthy of belief or confidence; trustworthy
- _____ 12. Dependable, accurate, honest
- _____ 13. A person or thing that receives
- _____ 14. A group of pages on the Internet developed by a person or organization about a topic

• **ACTIVITY 2**

1. What are three ways to demonstrate open, honest, and respectful communication when using the telephone?

1. _____
2. _____
3. _____

2. Each of the following questions is inappropriate. Rewrite the questions to improve them.

- a. What's your name? _____
- b. What did you say? _____
- c. Can't you speak up? _____
- d. What do you want? _____
- e. Huh? _____

3. What are two materials you should have when answering the telephone?

1. _____
2. _____

4. What are two important pieces of information you should share with a caller when you need to transfer a call?

1. _____
2. _____

5. List four pieces of information you should include whenever leaving a telephone message.

1. _____
2. _____
3. _____
4. _____

• **ACTIVITY 3**

You will be divided into groups of three. Role-play a situation where two people will have a telephone conversation, while the third person will observe the interaction. At the end of the role-play, the observer will give helpful feedback about what was observed. This activity will help you:

- Identify how others perceive you.
- Create ideas about how to improve your telephone communication skills.

• **ACTIVITY 4**

Prepare a fax that is ready to send to a health care facility to request a patient's medical records. Make up the details of the records as well as the names of the patient, facility, and physicians. Include an appropriate cover page. Exchange faxes with a partner. Critique each other's papers to identify any missing information.

• **ACTIVITY 5**

As a group, brainstorm a topic that requires an e-mail to be written to a health care facility. Pretend that your teacher is that facility. Write an e-mail about the topic discussed. Be sure to include all of the elements of a professional e-mail. CC another student in the class as a physician involved in the situation. Be sure to check your e-mail before sending it. Check your grammar and spelling. Check that you have included your contact information. Make sure your e-mail describes the situation and why you are writing in a pleasant, but clear, manner.

• **ACTIVITY 6**

Choose a topic of medical research that interests you. Use the Internet to find five credible Web sites that provide information about the topic. Make a list of the domain names of each of the Web sites you visited. Decide if some Web sites are more reliable than others. Describe reasons you used to evaluate the sites.

SECTION 9.3

Computers in Health Care

• **OBJECTIVES**

When you have completed this section, you will be able to do the following:

- Match key terms with their correct meanings.
- List and explain how four computerized diagnostic tests help diagnose disease or illness.
- State how environmental services use computers.
- Describe ways that information services use computers.
- Discuss ethics and confidentiality as they relate to computers.

• **ACTIVITY 1**

Match each term in Column A to the correct definition in Column B.

Column A

- _____ 1. Antagonist
- _____ 2. Contingency
- _____ 3. Converting
- _____ 4. HEDIS
- _____ 5. Homeostasis
- _____ 6. Invasive
- _____ 7. Tomography

Column B

- a. Changing from one form to another
- b. Health Plan Employer Data Information System
- c. One who works against
- d. Involving entering or puncturing the body
- e. Constant balance within the body
- f. X-ray technique that produces film of detailed cross section of tissue
- g. Event that may occur but is not intended or likely to happen

• ACTIVITY 2

1. Name four computerized diagnostic tests, and explain how they help diagnose disease or illness.

1. _____
2. _____
3. _____
4. _____

2. Give three examples of how environmental services use computers.

1. _____
2. _____
3. _____

3. Give three examples of how information services use computers.

1. _____
2. _____
3. _____

4. Discuss ethics and confidentiality as they relate to health care.

• ACTIVITY 3

Respond to the following scenarios.

1. While completing your assigned work on the computer, you notice that a co-worker had an appointment for a repeat biopsy. You wonder if something is wrong, and you feel very concerned about her health. How will you handle your concern?

2. Your brother knows that a friend is in the hospital, but he doesn't know why. He asks you to find out by looking it up on the computer when you are at work. What will you say or do?

Be prepared to discuss your responses with the class.